Course Description
This course aims to provide students with an understanding of diet and nutrition needs and factors impacting nutritional status during significant phases of the lifespan from preconception to infancy, childhood, adolescence and young adulthood, adulthood, and geriatrics. Particular emphasis is placed on the biological foundations of nutrition needs in each stage of the lifespan to target optimal growth, disease prevention, and overall health and well-being and identify malnutrition consequences. This course also considers the critical evaluation of nutrition information with a particular focus on existing controversies, the role of diet and nutrition in chronic disease development and prevention, and how environmental factors and lifestyle choices may influence nutritional needs and requirements across the lifespan.

Credits/Modes of Instruction/ Course Platform
This is a three-credit online graduate course taught in Canvas that relies heavily on completing regular activities, assignments, exams, and discussions of weekly topics. Students must log into Canvas and participate in course discussions at least twice per week.

Pre-requisites
Students may take this course as a pre-requisite for applying to the Entry-level Master in Clinical Nutrition or as a matriculated student in the Master of Public Health (MPH) in the Public Health Nutrition Program in the School of Public Health.

Course Directors/Instructor
Rachael Patusco, DCN, RDN, CSP Assistant Professor
Email: brauerra@shp.rutgers.edu

Office Hours
If you would like to speak, email Dr. Patusco to schedule an appointment.

Course Goals and Objectives:
Goals
This course's overall goal is to provide the students with the content to gain knowledge and skills to evaluate individuals' nutrition and diet needs across the lifespan and develop knowledge of factors affecting diet and nutrition needs during the various life stages.

Objectives:
This course accomplishes its objectives via web-based weekly lectures or live sessions, assigned readings, projects, weekly discussions, quizzes, and exams. By the completion of this course, the students can:

- Explain the roles of macronutrients and micronutrients in the diet
- Demonstrate the ability to determine diet and nutrient requirements and explain the underlying biological basis for individuals across the lifespan
- Discuss the influence of age, growth, and normal development on nutrition status and diet needs
- Identify socio-economic and cultural barriers to meeting diet and nutrient needs in different phases of the lifespan
- Describe the physiological changes that occur in humans over the lifespan and identify associated risk factors with poor nutrition
- Identify, interpret, and select evidence-based guidelines relating to diet and nutrition needs across the lifespan
- Demonstrate the ability to assess scientific literature concerning nutritional requirements and nutrition-related public health challenges from conception through aging
- Apply acquired knowledge to the development and implementation of interventions to improve food and nutrition-related behaviors
- Use national nutrition standards such as the Dietary Guidelines for Americans, SNAP, Dietary Analysis Software, and Healthy People 2030

**Course Requirements and Grade Determination**

**Requirement for Completion**

Attendance and participation in all Canvas sessions and threaded discussions are required. Each session is posted on **Tuesday by noon Eastern time (ET)**. Students should complete all readings and assignments as due and review lecture content to maximize learning and contribute to class discussions. Students complete the weekly topic/case study assignments through interactive discussions in groups. Provide scientific literature references in discussion answers. Graded assignments include weekly discussion topics, a course project with a live presentation using Zoom, interview reflection, quizzes, midterm, and final exams.

The quizzes, midterm, and final exams are based on class content and assigned readings. Submit assignments via the course assignment submission feature. Topics for the weekly discussion forum will be determined and posted in Canvas by the instructor on **Tuesday at noon (ET)**. **A penalty of 5 points per day for late assignments.** Due dates are in the course schedule in this syllabus. Guidelines for assignments are in the Course Essentials- Assignments and Guidelines Folder on the course homepage in Canvas.

**Special Course Requirements**

Readings are assigned by topic each week and are available in the course or the Rutgers
Virtual Library. All materials in this course are for the use of registered students only. Do not share beyond the purposes of this course without permission from the guest speakers or course instructor.

Computer hardware and software are required to accommodate web access, PDF downloads, and PPT presentations. Students must have all of the currently recommended hardware requirements as specified for on-line learning: https://canvas.rutgers.edu/. Students need a headset with a built-in microphone and webcam to use for Zoom live sessions, VoiceThread, and record presentations.

Evaluation and Feedback
Evaluation/Assessment Methods / Description of Assignments
Assignment guidelines and grading rubrics are available in Canvas in the Assignments and Guidelines Folder.

Feedback on Progress
Students receive feedback on each assignment, usually within two weeks of submission and periodically during the semester, and on their participation on the discussion board to allow improvement as the class continues. Assignment grades and results of the exams are posted in the grade book within the Canvas course. Faculty will email students with a grade of B- or lower after the midterm examination.

SHP Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graduate Scale</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90.0-92.9</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>87.0-89.9</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>83.0-86.9</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>80.0-82.9</td>
<td>2.7</td>
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<td>C+</td>
<td>77.0-79.9</td>
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<td>C</td>
<td>73.0-76.9</td>
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<tr>
<td>C-</td>
<td>70.0-72.9</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>67.0-69.9</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>63.0-66.9</td>
<td>1.0</td>
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<td>F</td>
<td>&lt;63</td>
<td>0.0</td>
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Minimum Level of Performance
The minimum level of satisfactory performance in this course is a 'B-' or better. To receive a 'B-' or better, students must complete ALL course requirements specified above. The final letter grade is
based on the weighted average of all requirements, as defined in the table below. If the student does not complete this course with a 'B-' or better (≥80.0), the MPH students must repeat the course.

Students are required to complete the following:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Weight</th>
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<tr>
<td>Weekly Discussion Participation (inclusive of participating in live Zoom sessions)</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>18%</td>
</tr>
<tr>
<td>Projects</td>
<td></td>
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<tr>
<td>• Journal Article Critique</td>
<td>9%</td>
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<td>• Consumer Podcast</td>
<td>8%</td>
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<td>• Professional Presentation</td>
<td>10%</td>
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<tr>
<td>Interview Reflection of Specific Age Group</td>
<td>10%</td>
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<tr>
<td>Examinations</td>
<td></td>
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<tr>
<td>• Midterm</td>
<td>15%</td>
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<tr>
<td>• Final</td>
<td>20%</td>
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</tbody>
</table>

Total= 100% *

*Please note that late assignment submissions will have 5 points per day deducted. There will also be 1% of the total point deducted for missing any Zoom session.

**Description of Assignments**

**Weekly discussion forums:**

Since the course is entirely web-based, students should not miss out on interpersonal interaction and discussion. Each week, students participate in interactive discussion activities in which they discuss an assigned topic. You will often work in groups of 3-4 students to complete the weekly threaded discussion questions. It is essential to meet with your group early on and organize workload distribution as two group members will post at least one response on behalf of the entire group. These two members can rotate weekly. It is up to you as a group to decide and organize how weekly assignment responsibilities are allocated. To make the discussions more manageable and meaningful, student groups will rotate the role of "Initial Responders" or "Commenters" each week. The outline below delineates roles and grading criteria.
<table>
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<th><strong>Role</strong></th>
<th><strong>Responsibilities</strong></th>
<th><strong>Grading</strong></th>
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</table>
| Initial Responders   | The student should post a high-quality response to the assigned discussion prompt within the timelines established in class. The answer should be a single post of approximately 1-2 pages or 500 words (excluding reference list). | Discussion Posted On-Time (1 point): Each student's response should be posted by **Friday at noon (ET)** each week.  
Discussion quality (2 points): The postings should be of high-quality and synthesize and assimilate information presented in the course, using scientific literature citations as appropriate. Postings should incorporate scientific literature beyond the literature presented in class.  
Inter-Activeness (2 points): In addition to providing comments on the assigned discussion prompt, the student interacts and initiates further discussion on the topic with at least one more posting throughout the course week |
The student should post a high-quality response to the posting of the initial responder. The post should include additional commentary addressing the discussion prompt, offer additional insight, and present insightful questions to discuss the topic further. The response should be a single post of no more than 250 words (excluding the reference list).

Discussion Posted On-Time (1 point): Each student's response should be posted by **Monday at noon (ET)** each week.

Discussion Quality (2 points): The postings should be of high-quality and synthesize and assimilate information presented in the course, using scientific literature citations as appropriate. Posting should incorporate scientific literature beyond the literature presented in class.

Inter-Activeness (2 points): In addition to providing comments on the assigned discussion prompt, the student interacts and initiates further discussion on the topic with at least one more posting throughout the course week.

Each week, the discussion topic/case study is posted in Canvas along with other course materials by **Tuesday at noon (ET)**. Students assigned to the "Initial Responder" role should respond to the discussion question(s) by **Friday at noon (ET)** so that ample discussion on the topic takes place before the next scheduled course lecture. The "Commenter" student should construct his/her comments to the "Initial Responder" no later than **Monday at noon (ET)**. Organizing the board enables a more enriching, quality discussion on the topics and keeps the number of postings more manageable.

The rotation of roles is described above. Each student has an equal number of grading opportunities within the discussion board. Students are evaluated based on prompt and thoughtful participation and the quality of their submissions.

**Ground Rules for Discussion Forum:**

1. Only provide quality postings; do not post “thank you”.
2. The discussion forum is a medium to debate the issues; candid comments are welcome, but inflammatory comments are not. Please be respectful and courteous to each other. We can "agree to disagree."
3. Please recognize that you receive grades for participation based on the types of interactions you have on the Discussion Forum.
4. Feel free to share articles, which may help your classmates and colleagues if they are not copyright protected. Linking to URLs is a good choice.

5. Limit your Initial Responder postings to 1 to 2 pages or ~ 500 words for Commenters and be sure to cite and reference appropriately in AMA style, 11th edition. Do not cut and paste abstracts or excerpts of published works on the discussion board without proper referencing; doing so is considered plagiarism.

6. Avoid responding to the discussion question by posting attachments, if possible. Try to post directly into the forum and limit the attachments to supplementary materials, if necessary.

7. It is strongly encouraged that students review professional publications and relevant, reputable websites for timely articles, which you will incorporate into weekly discussions.

If for some reason you are unable to contribute during a week due to illness or crisis, please communicate to the instructor as soon as feasibly possible. The instructor will assign an appropriate "make-up" assignment. Students who chose to take time away from class (i.e., vacation) are responsible for all assignments and deadlines.

Each week we have a question and answer discussion thread. We strongly encourage you to ask relevant questions about the course material or topic to our guest speakers or the course instructor.

**Zoom Live Sessions**

Guest speakers will be presenting through live sessions via SHP’s on-line web conferencing program, Zoom, scheduled during the semester. Students are required to attend all five Zoom sessions. If you fail to attend a live session, points will be deducted from your overall participation grade (1% of the total grade per session). In the case of conflicts, please email the course instructor in advance. Students also do a live presentation via Zoom outlining their article critique. You will need a microphone with a headset to use the system and a webcam. There is a separate Zoom link for each of the five live sessions. Please review the instructions and familiarize yourself with Zoom.

**Projects:**

**Journal article critique:** Select an article from a current issue related to the nutrition and diet needs of individuals during one stage of the lifespan (preconception, infancy, toddlerhood, childhood, adolescence, early and middle adulthood (18-65 years), older adulthood (65 years+), pregnancy, or lactation). Email your topic of interest to the instructor by **February 19th, 11:59 pm (ET)** for approval. Review systematic reviews/meta-analyses and evidence-based guidelines on the subject. Then search the literature and find one peer-reviewed research article published in the last three years describing a primary research study related to your topic. Critically appraise the paper in 2 pages utilizing the guidelines outlined and compare the information to reviews and guidelines. Submit your article critique and the article via Canvas by **March 26, 11:59 pm (ET)**.

**Consumer Podcast:** Create a 5-minute podcast for adults aged 18 years and older highlighting current research findings and any available guidelines on the topic. Submit your recorded podcast via Canvas by **March 5, 11:59 pm (ET)**. Revise your work using feedback from course faculty and submit the final version of your podcast via Canvas by **April 2nd, 11:59 pm (ET)** (Post your podcast in Canvas, so all students have the opportunity to listen to it).
Professional PowerPoint: Create a presentation outlining your journal article critique and be ready to make a live 15 minutes presentation based on your PowerPoint slides using Zoom on April 27th and April 28th. Presentation slides are due by April 27th, noon (ET), regardless of which day you are presenting. Please see the course page in Canvas for the guidelines and rubric.

Interview Reflection of Specific Age Group:
Each student will choose one life phase to complete a lifespan assignment. Students may sign up for the life phase that interests them during the first three weeks of class (Due by February 5th at 11:59pm (ET)). This project aims to provide students with an opportunity to interview someone in their interested life phase (or a caregiver) and write a 2-page document to outline what they learned in the interview and then reflect on how this was similar or different from what you learned or thought about this life phase. Further instructions and the rubric are on the course Canvas page. Submit your final reflection paper via Canvas by April 16th at 11:59pm (ET).

Quizzes, midterm, and final exams:
There will be six quizzes throughout the semester, as outlined in the course schedule. Quizzes will be available by Tuesday at noon (ET) on the respective week and close the following Monday by noon (ET). The quizzes are multiple-choice. You will have 15 minutes to complete a 10-question quiz. Do not share the content of quizzes or exams with others. Midterm and final exams are cumulative, covering previous material from the course. Both midterm and final exams are partially multiple choice in nature and are timed. The midterm exam will become available by Tuesday, March 8th, at noon (ET), and will close on Thursday, March 10th, at noon (ET). The final exam will become available by Tuesday, May 3rd, at noon (ET), and will close on Thursday, May 5th, at noon (ET). You will have 45 minutes to complete each 30 question exam.

General Learning Resources
Required and Supplemental Learning Resources

Required textbook

Other Required Equipment or Learning Resources
Headset with a built-in microphone and webcam (can be built into your computer). You can purchase a headset for ~ $20.00 at an office supply or computer store. Students will use a webcam for live presentations.

Recommended or Supplemental Learning Resources

• Canvas Training: Getting Started in Canvas (under student tab) https://canvas.rutgers.edu/
• Rutgers Virtual Library for Distance Learning http://www.libraries.rutgers.edu/health_sciences_distance_learning
• Rutgers library tutorials on searching the literature http://www.libraries.rutgers.edu/health_sciences_distance_learning/tutorials
• The Purdue University Online Writing Lab (OWL) (writing tutorials) http://owl.english.purdue.edu/
• Rutgers Writing Center: http://www.ncas.rutgers.edu/writingcenter.

Additional learning resources are posted in the course, and students are also expected to locate primary research, systematic reviews, and evidence-based guidelines to support learning.

Course Units/Schedule
This schedule is a plan only and is subject to change by the instructor as deemed necessary to achieve the course goals. Whenever possible, the instructor will notify you in the course in advance of any changes, especially those changes that affect course requirements or grading. Review the weekly lessons for lecture materials and updates on journal articles, weblinks, etc. Discussion assignments are posted weekly in Canvas.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings*</th>
<th>Assignments*/ Live Session</th>
<th>Session Mode</th>
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<tbody>
<tr>
<td></td>
<td>1/25 – 1/31</td>
<td>Macronutrients and Energy</td>
<td>Brown, Ch 1</td>
<td>Quiz 1</td>
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<td>2</td>
<td>2/1 – 2/7</td>
<td>RDA, DRI, and DRI Calculator, Fiber, and Physical Activity</td>
<td>Dietary Reference Intakes for Vitamins and Minerals publications and reports: Available at: <a href="https://www.nal.usda.gov/fnic/dri-nutrient-reports">https://www.nal.usda.gov/fnic/dri-nutrient-reports</a></td>
<td>Due February 5th by 11:59pm (ET)- Interview reflection life stage group selection</td>
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<td>2/8 – 2/14</td>
<td>Micronutrients</td>
<td>Brown, Ch 1</td>
<td>Quiz 2 (includes detailed diet analysis)</td>
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<td>4</td>
<td>2/15 – 2/21</td>
<td>Preconception and Pregnancy Nutrition</td>
<td>Brown, Ch 2, 3, 4 and 5</td>
<td>Due February 19th by 11:59 pm (ET)- Article critique topic</td>
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<td>2/22 – 2/28</td>
<td>Lactation and Infancy</td>
<td>Brown, Ch 6,7,8 and 9</td>
<td>Weekly Threaded Discussions Group 2 Initial Respondents Group 3 Commenters</td>
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<tr>
<td>Week</td>
<td>Date Range</td>
<td>Topic</td>
<td>Chapters</td>
<td>Due Date and Time</td>
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<td>7</td>
<td>3/1 – 3/7</td>
<td>Children 2 to 5 years (preschool) and Childhood</td>
<td>Brown, Ch 10,11, 12 and 13</td>
<td>Quiz 4 &lt;br&gt; Due March 5th by 11:59pm ET – 1st version of Podcast</td>
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<td>8</td>
<td>3/8 – 3/14</td>
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<td>Midterm exam &lt;br&gt; (Opens on Tuesday, March 8th at noon (ET) and closes on Thursday, March 10th at noon (ET))</td>
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<td>9</td>
<td>3/15 – 3/21</td>
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<td>Spring Break</td>
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<td>10</td>
<td>3/22 – 3/28</td>
<td>Adolescent Nutrition and Eating Disorders</td>
<td>Brown, Ch 14 and 15</td>
<td>Eating Disorders (Guest speaker- Donna Gallagher) &lt;br&gt; Weekly Threaded Discussions &lt;br&gt; Group 1 Initial Respondents &lt;br&gt; Group 2 Commenters &lt;br&gt; Due March 26th by 11:59pm ET – Article Critique &lt;br&gt; Live Zoom session &lt;br&gt; Thursday, March 24th 7:00-8:00 pm (ET)</td>
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<td>11</td>
<td>3/29 – 4/4</td>
<td>Adult Nutrition, Part 1 including: Diabetes and Prediabetes</td>
<td>Brown, Ch 16</td>
<td>Quiz 5 &lt;br&gt; Due April 2nd by 11:59 pm (ET) - Final version of podcast</td>
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<td></td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Notes</td>
<td>Activity</td>
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<td>12</td>
<td>4/5 – 4/11</td>
<td>Adult Nutrition, Part 2 including Hypertension, Dyslipidemia and Cardiovascular Diseases (DASH Diet, Mediterranean and Plant-based Diets)</td>
<td>Brown, Ch 17</td>
<td>Geriatric Nutrition (Guest speaker- Dr. Rena Zelig) Weekly Threaded Discussions Group 3 Initial Respondents Group 1 Commenters</td>
<td>Live Zoom session Thursday, April 7th, 7:00-8:00 pm (ET)</td>
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<td>13</td>
<td>4/12 – 4/18</td>
<td>Diet, Nutrition and Aging (Older Adults Part 1) including Osteoporosis</td>
<td>Brown, Ch 18</td>
<td>Quiz 6 Due April 16th by 11:59pm ET – Interview Reflection</td>
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<td>14</td>
<td>4/19 – 4/25</td>
<td>Diet, Nutrition and Aging (Older Adults Part 2)</td>
<td>Brown, Ch 19</td>
<td>Sports Nutrition (Guest speaker-Kristen Hamilton) Weekly Threaded Discussions Group 2 Initial Respondents Group 3 Commenters</td>
<td>Live Zoom session Thursday, April 21st, 7:00-8:00 pm (ET)</td>
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<td>15</td>
<td>4/26 – 5/2</td>
<td>Presentations (Group 1 – Wednesday) (Group 2 - Thursday)</td>
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<td>Due April 27th by noon (ET) - PowerPoint presentation slides</td>
<td>Presentations Live via Zoom, Wednesday April 27th, 7:00-9:00 pm (ET) AND Thursday April 28th, 7:00-9:00 pm (ET)</td>
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<td>16</td>
<td>5/3 – 5/9</td>
<td>Final Exam</td>
<td>Final exam (Opens on Tuesday, May 3rd at noon (ET) and closes on Thursday, May 5th at noon (ET))</td>
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* Faculty will assign readings from review articles and original research articles weekly, and class podcasts or videos will be posted in Canvas.
Course Evaluations
Students can evaluate the entire course, instructor, and guest speakers upon its completion. Student feedback is essential, as it allows us to improve this course and the educational experience. All responses are kept anonymous and CONFIDENTIAL. The evaluation is conducted as a survey and will be sent to you via Rutgers email later in the semester.

SCHOOL AND PROGRAM POLICIES
Please refer to the SHP Grading Policy, available at https://apps.shp.rutgers.edu/projects/shrpweb-cf/policies/PDFs/3.0%20GRADING%20SYSTEM%20POLICY.pdf

Faculty/Student Honor Code
Refer to your SHP Student Handbook. The faculty of Rutgers-School of Health Professions believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all matriculated and non-matriculated students in this course are expected to abide by the School's Faculty/Student Honor Code and accept responsibility to help ensure that these standards are maintained by reporting violations of the Honor Code observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal.

Professional Behavior
Students are expected to conform to established standards and civil, social, and professional behavior. Violations will be considered with the gravest concern and may be punishable with sanctions as severe as suspension or dismissal. Please consult the Code of Student Behavior in the Student Handbook for prohibited actions https://shp.rutgers.edu/wp-content/uploads/Student-Handbook-2020-2021.pdf as well as Zoom Etiquette posted in class.

Attendance
Students should adhere to the stated attendance and participation policies for each course and for the specific program they are enrolled. For distance-based learning platforms, students are expected to attend and participate in scheduled on-line chats and discussion boards as well as "live" meetings or in-person sessions, as indicated by the course faculty.

Students are responsible for all material covered in classes. Absent students are responsible for obtaining all material covered in missed sessions. Students should be cognizant of this if absences occur during the semester and should consider planning vacations/time away in-between semesters as course faculty may not release course content early or may not allow late submission of work or retake of exams. When illness or other unusual circumstances prevent attendance, students should inform their course faculty/director in advance or as early as possible and may be asked to provide appropriate documentation.
Use of Plagiarism Detection Program (Turnitin)
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the Usage Policy posted on Turnitin.com. Students who do not agree should contact the course instructor immediately.

You will be required to evaluate your assignments through TURNITIN for plagiarism before submitting them for grading. A TURNITIN link is embedded in the course with instructions for doing so. Plagiarism is considered a serious offense. If you are unsure of what constitutes plagiarism, review the Plagiarism tutorial located in the Canvas under Plagiarism Training. Students who plagiarize may receive a zero on the assignment.

Publication or Submission of Coursework for a Grant or Manuscript
If you submit a paper or a grant completed as part of a course at Rutgers for publication, communicate with the course director and any faculty reviewers regarding their interest in being a co-author. If the faculty agrees to serve as co-author(s), then it is the student's responsibility to obtain their review and approval of the paper before its submission to the publication. Non-compliance will be considered a professional behavior violation. Regardless, the student is expected to indicate that the manuscript was prepared as part of course requirements while at Rutgers School of Health Professions as part of the degree process.

University affiliation for publications/abstracts/posters/presentations should be listed as "School of Health Professions' Department of Clinical and Preventive Nutrition Sciences at Rutgers University". Posters/presentations must use the Rutgers template or logo, which can be found at https://communications.rutgers.edu/brand-policies/visual-identity-system.

Suggested Writing Resources
This course relies on the ability to communicate concepts clearly in a written format as well as follow guidelines for proper grammar and sentence structure. It is expected that all written assignments follow appropriate grammatical, spelling, and referencing rules, and are free from plagiarism. Assignments with excessive grammatical and writing errors will receive a lower grade. If you need assistance with writing, we encourage you to get a writing tutor to assist you as writing is a critical skill in graduate education and for professional communication in the nutrition and dietetics profession.

The SHP Enrollment Management Academic Success Center offers one-on-one tutoring sessions. Students can request a tutoring session at https://rutgers.ca1.qualtrics.com/jfe/form/SV_5gM5yvirwmRoEIZ.
There are also tutorials available through the Rutgers Libraries at http://www.libraries.rutgers.edu/health_sciences_distance_learning/tutorials as well as further writing resources available in the Online Student Resource Center in Canvas.

**EndNote**

EndNote is a software program that works with Microsoft Word to automatically format in-text citations and end-of-paper reference lists with your chosen style (APA, AMA, etc.). EndNote can also be used as a database to gather and store citation libraries. We highly suggest that you become familiar with EndNote. Rutgers is licensed to provide download access of EndNote for Rutgers affiliated users. EndNote is a bibliographic software program used to search Internet libraries, organize references and create instant bibliographies. EndNote enables you to collect and download your references from on-line catalogs and databases for inclusion in presentations and papers. After downloading the program from the Rutgers Virtual Library available at https://www.libraries.rutgers.edu/endnote you will need to install the EndNote program. Read the directions for downloading. There are tutorials on how to use EndNote available at the Rutgers Library and http://www.endnote.com.

**Program Online Examination Policy**

Students taking the Online Courses are solely responsible for having a working computer and internet connection. Computer crashes and internet connection problems are not valid excuses for failing to complete any required course work within the course time limits; this applies to finishing a quiz or examination within the allotted time as well as submitting assignments before the deadline. It is highly recommended that students make arrangements to have access to a second computer to complete their course work in case of an emergency; either at their own residence, a friend's residence, a local library or in one of the computer labs on campus.

**Program Notification of Extenuating Circumstances: Student Responsibilities**

Occasionally circumstances arise which are beyond the students control and which may affect the student’s ability to perform on a particular examination, clinical experience, assignment, or other grading encounter. SHP programs are supportive of and invested in their students, and will help them simultaneously navigate the required program exercises and deal with the exigent circumstances to the best of their ability. However, as stated in SHP Academic Policy 3.1.1 Academic Decision and Grade Review, it is the responsibility of the student to notify the program or faculty member of the exigent circumstance by email, and before the examination or graded exercise begins. Notification by the student after the examination or graded exercise disallows that particular circumstance from being considered as a factor in the student's performance, or in the determination of the student's grade. For a circumstance to be considered by a program, it must have been notified of that circumstance by the student before the graded exercise begins, and the notification must be by email. In that way, there is no question regarding what the student claimed and when that claim was made.
Information for Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://shp.rutgers.edu/disability-services/. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the Rutgers Office of Disability Services web site at: https://webapps.rutgers.edu/student-ods/forms/registration